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ABSTRACT

Selected papers are presented from two symposia addressing the need for recruitment and retention of minority persons into education. The first, by Bess C. Howard, offers an historical perspective on black educators and discusses the need for recruiting Black teachers. In the second paper, Judy Minier discusses the role played by the Teacher Corps in encouraging Native American teachers. William Smith offers insights into the role of government in developing the Peace Corps and the Teacher Corps. In the fourth paper, Thomas W. Hewitt addresses minority recruitment and career path building. The final paper, by Ruben D. Olivarez, speaks on the existing conditions in Texas in the area of minority teacher recruitment and retention. Each of the papers presents the state of the problem in the topic area, directions to be taken, and the role of the Teacher Corps Alumni Network in expediting change. (JD)

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TEACHER CORPS ALUMNI NETWORK

Symposia
Proceedings

1988-1989

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TEACHER CORPS ALUMNI NETWORK

**SYMPOSIA
PROCEEDINGS**

1988-89

**New Orleans
and
St. Louis**

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Symposia Proceedings

The Teacher Corps Alumni Network in affiliation with the Institute for Educational Leadership, Washington, D.C. and the Hazen Foundation, New York, sponsored two symposia in 1988-89. The first was held at the Annual Conference of the National Council of States on Inservice Education, New Orleans, November 1988, the second at the Association of Teacher Educators Annual Conference, St. Louis, February 1989.

The symposia addressed the need for recruitment and retention of minority persons into education, an issue of present and continuing significance. The proceedings constitute a series of prepared papers or recorded remarks which served as a basis for discussion.

For each session, opening welcome and introductory remarks were made by Dr. Mike Grady, St. Louis University. Dr. Burnett Joiner, Executive Dean, School of Education, Grambling University chaired each session and introduced the discussants.

New Orleans Symposium discussants:

Dr. Mike Grady
Dr. Bess Howard
Dr. Burnett Joiner
Dr. Judy Minier
Dr. William Smith

St. Louis Symposium discussants:

Dr. Mike Grady
Dr. Thomas Hewitt
Dr. Burnett Joiner
Dr. Judy Minier
Dr. Ruben Olivarez

The symposia proceedings that follow are arranged chronologically by symposium and alphabetically by discussant for each symposium. The Paper by Dr. Judy Minier was presented twice.

New Orleans Symposium
November 1988

Dr. Bess C. Howard
Washington D.C. Public Schools

Some years ago, Dr. Elaine Witty of Norfolk State College, hosted a conference that focused on the black educator and black schools. Dr. Witty and her well-chosen presenters provided information and insights that are still relevant, regarding the history and status of black educators. This journey of the black educator documents the systematic discouragement and exclusion of black educators since the 1954 desegregation decision. This has been an ironic twist to the interpretation of civil rights for students. This history is an important force as we consider ways to turn around this fairly successful discouraging trend.

I would like to build on this history, along with my own experience as a black student pre- 1954, when the teacher was a major leader in the community—respected, revered, and known for the sacrifice, caring, an strength that was provided the total community. “I want to be a teacher!” was a proud declaration of many youngsters. Many black youth survived the continual larger societal onslaught of their self-images because the black teacher believed an communicated, “yes you can!” In the face of powerful strategies in the dominant culture to keep them second-class in mind, spirit and economics, many black students accepted the teachers “challenges to do twice as well as others” to reach their potential. A stubborn pride was instilled by the community through the black teacher, for its youth to persist.

Time, politics, good intentions-badly implemented, and lots of sabotage changed this scenario. The new scene ulti-

mately produced "good" news of increased career opportunities for some, the overwhelming "bad" news became a stuck black under-class with disempowerment and lowered prestige and influence of the black teacher.

We must look, then, to the needed recruitment of black teachers, but we must not overlook this history and the current environment which is its legacy.

State of the Problem

The real problems that identify "minority teacher recruitment" as one of the most probable solutions, are the judicial inequities for minority citizens socially, economically, academically, and their perceptions of not being able to pursue "happiness" based only on their own talents, energies, and aspirations. Because of this current and long-standing status of minority citizens, education for minority students in preparation for the development of their maximum potential is a priority process. WHO and WHAT resources are used in this process can make the difference between perpetuating an unsatisfactory status quo or progressing into a more equitable future for minorities in this country. The WHO refers to educators (primarily teachers) who impact, daily, on the delivery of education (personal and academic). WHAT refers to the urban minority child, living in a culture-within-a-culture that has survival codes and expectations that are often different than those of the mainstream, who needs special attention in the education process. In order for this to occur, the deliverers of education, the teachers, must have special sensitivities and skills to help these children reach their potential for fulfilled lives. It has been our experience, in assessing the urban teacher, that the culture-sensitive teacher with unwavering high expectations for student achievement has been the most successful in helping urban students maintain their own high sense of self-work (that they usually bring to the kindergarten, but

begin to lose in the 3rd or 4th grades) and persist in their academic endeavors. These teachers appear to maintain the aura of pleasure as well as challenge in learning. Being culture-sensitive may be misinterpreted by aspiring, liberal-minded, idealistic, but naive prospective teachers and teacher educators. Condescension, watered down curriculum, non-challenging tasks and curriculum, and non-adherence to those rules of the larger society that students will encounter often are mistaken as ways to "make it up" to the low-socioeconomic urban minority student. It is important to note that although minority teachers often have a built-in culturally biased edge for developing or sharpening these sensitivities, IT CANNOT BE ASSUMED THAT A GIVEN MINORITY TEACHER IS CULTURE-SENSITIVE TO THE LOW-SOCIO-ECONOMIC URBAN MINORITY CHILD. I have witnessed more than one minority teacher in the classroom who is not only culturally-insensitive, but culturally-hostile to students who do not share the teacher's values or meet the teacher's expectations for behavior in and outside the classroom. Often these teachers believe that they have earned respect just for having taken the job and showing up in the classroom. They believe, like many of their racist white-counterparts, that "these" students cannot and will not "make it" as adult citizens. Therefore, they believe that their energies will be wasted effort. This belief is readily communicated to the student who is looking for affirmation and definition from the adult authority figures in his/her world. We can expect, however, that the basic materials for developing into effective teachers are present in the minority teacher. One reason why this is important (the minority teacher existence), is the need for minority students to be able to identify with someone in that role that most reflects their life-experiences, family, and community. There are plenty of counter-role models presented in the media, daily. However, there is a different subjective message to a possible aspiring

engineer or teacher who can relate to a minority career educator.

Unfortunately, we also have the problem of low-career status for teachers in many segments of the minority community. As a result of fewer and fewer persons with high academic status going into teaching (they are recruited by government and business for higher paying and seductively unique roles), the teachers' lack of authority and power within the school system, and the number of teachers who have to take "moonlighting" jobs to meet their financial obligations, a career in teaching is often perceived as a "last straw" occupation. These phenomena do not meet the interestingly "elite" needs of the community for a teacher to be better than the ordinary person. Parents have expressed this desire for their children's teachers many times over.

Directions to Be Taken

Problem solving begins by looking at and assessing resources at hand. Recruitment and training strategies based on possibilities inside and outside of traditional educational resources suggest these ideas:

1. Future teachers need to be recruited from a variety of heretofore untapped sources: comp-time from businesses; liberal arts majors at colleges; government offices such as NIH; retired teachers (part-time); arts centers; universities; etc.
2. High school students can enter programs for future teachers that are on-the-job experiences in the schools such as they are for businesses. This program can be an on-campus one at the local teacher education university providing prestige and motivation. Entry into teaching then, as a career becomes "accessible as well as available" (to paraphrase a colleague)
3. National and local pressures for restructuring schools in such a way that the professional image and authority of the teacher is enhanced.

4. National and local pressures to make teacher salaries competitive with those of industry. Surely taking out the garbage is less of a priority than the education of our youth.
5. More "school-without-walls" experiences for students, even at the elementary level integrating minority community professionals and businesses into the curriculum.
6. Decrease the technological inequities between poor and middle-class students by determining a way for poor students to "borrow" a computer just as they now can "borrow" books, so that minority businesses can assist in this development in students.
7. Insist on criteria for teaching to include culture-sensitivity, with this kind of training a part of the pre-service teacher education program. This program must not assume that minority teachers will know the answers, or that non-minority teachers cannot make it.

The Role of TCAN

The Alumni Network (TCAN) might use its considerable contacts and prior experiences to identify what worked in recruiting interns to the program (it certainly wasn't the money), and how these dynamics might still be useful in some form. It can pilot training programs for systems that assist teachers in becoming more effective with minority students; it can canvas, with the assistance of minority groups, nationwide, to determine what would influence minority students to become interested in teaching as a career; it can provide consultation services to the department of education and other policy makers in the federal government to convince them of the "pay-offs" for recruiting and maintaining minority teachers; TCAN units can establish a communications network that provides the names of potential teachers that may wish to locate in another part of the country; TCAN might solicit funds that would pay for (or loan of some sort) the education of minority students

who wish to enter teaching.

The urban minority community continues to be in crisis. Despite the hardworking efforts to restructure schools, empower teachers, include more technology, involve the larger community, and revitalize the school community, there is a very simple missing piece. The missing piece is the presence of more teachers who are perceived as reflecting and valuing the ethnicity, culture, potential, and relationship needs of minority students— teachers who challenge, enjoy and care for our students—teachers who refuse to accept “NO” as an answer to education, for every “NO” is balanced by a “YES” to something else—teachers, who, in turn, are respected, honored, supported and given the resources and authority to teach. Power will follow from these things.

New Orleans Symposium
November 1988

Dr. Judy Minier
Department of Curriculum and Instruction
University of Wyoming

As Project Documenter for the Northern Plains Teacher Corps Project (NPTC) at the University of North Dakota/Turtle Mountain Community Schools in Belcourt, North Dakota from 1978 to 1982, I had a first hand orientation to the need for minority recruitment/retention of teachers in a remote and isolated reservation setting. NPTC had a lengthy and successful history of teacher education programming for its Native American interns through several "cycles" of Teacher Corps funding. A new respect and awareness of teacher education for this minority group was achieved over the decade of training supported by federal funds channeled through the university and into the LEA. Several dozens of educators were prepared in innovative and practical approaches in a unique combination of on-campus and site-based activities. Through these cycles of Teacher Corps attention was paid to the development of the individual the integrity of the program of teacher training, and the cultural setting in which the interns practiced their newly acquired skills. The entire endeavor was perhaps the most unique and effective attempt to positively bridge cultural/ethnic diversities among groups that this country has ever seen. To paraphrase John Goodlad, who views the current wave of educational reform as the last best hope for American public education, I tend to the view that Teacher Corps provided one of the last best hopes for equal educational opportunity for millions of students in inner cities, urban areas, and on reservations.

During the tenure of the NPTC program in North Dakota

I made several lasting friendships with individuals on the Turtle Mountain Reservation. That is the personal/professional legacy of Teacher Corps. A cadre of caring and well-trained educators emerged from the common experiences of the various activities of the program. In projects found in the western states with Native American populations several initiatives were carried out under the rubric of "Native American Leadership Training" projects. When Teacher Corps moved from preservice to inservice education in its last cycle greater emphasis was placed upon direct accountability for the LEAs to carry out their own goals. It appeared to be a step in the right direction for self-direction in these projects. As of this writing an inservice coordinator position is maintained in the school system and all the administrators in the schools are Native American. It is very likely that both of these facts are true because of NPTC involvement with the reservation. Ten years later the impact of those investments made in a school on a reservation is still being felt. The superintendent of the schools stay in contact with me; we have in fact collaborated on two projects in the last six months even though I no longer live in the state. Again, professional friendships and support remain as the legacy of a program which lost its funding nearly seven years ago. Cultural understanding and appreciation can exist because Teacher Corps once promoted such precepts in natural and functional ways.

State of the Problem

There are several parts to the problem of minority recruitment and retention that I see based upon my experiences of the "post Teacher Corps days". When the funding ended prematurely for the last cycle of Teacher Corps there was still so much to be done in the target schools, with the community councils and with the IHEs. I relocated in Texas and took a position where I was able to once again put some of my multic-

ultural knowledge/experience to good use. With the onset of the discriminatory use of the Pre-Professional Skills Test for prospective teacher education majors in that state I began to see once again the need for a Teacher Corps program to offset this kind of blocking of potential minority teachers. Following the three years in Texas I returned to a northern state, Wyoming, where I have once again begun to work with the Wind River Reservation and the university on problems that persistent with Native populations. Given the time and perspective following the demise of Teacher Corps as a federal project I now offer the following as the major difficulties/issues with minority teacher education endeavors in the US today:

1. The lack of effective role models for students in schools which are primarily Native American. When Native children see only white teachers and administrators, there is no sense of being connected with what happens in the school on a day to day basis. This fact alone contributes to the overall disinterest in academic or intellectual pursuits because they are few examples of Native Americans as doctors, professors, dentists, businessmen, etc. and certainly very few as classroom teachers who can motivate potential leaders among Native Americans. Research focusing upon locus of control in Native children and white children has shown that external forces tend to control belief systems in Native American students while white children believe that they have control over their own destinies. Appropriate role models may help to counteract this phenomenon.

2. Should Native American students survive their secondary education, it is still only the first step to providing an opportunity to reach for a tertiary education. Greater and more effective steps must be taken to support students leaving the reservation. Even for students who are academically able, the cultural gaps are often immense even in a rural state such as Wyoming. Native American students at the University of Wyoming only

number approximately 135.

3. Teacher education is only one of many options available to students should they reach the University. A better job of helping students recognize the importance of education must be done. Again, without role models from their reservation school experience being a teacher is not the option foremost in undergraduate students' minds.

4. Another critical aspect of the recruitment problem is the current lack of concern for this as an issue at the federal and political levels. The somewhat conservative mood of the country affects how education gets carried out. With the attacks made on bilingual programs, with the referenda passed promoting "English as the official language", with skepticism about diversity in our schools, we will continue to see a lack of support for developing individuals who are not of the mainstream culture.

These were problems with us when projects such as Head Start and Teacher Corps began and which are still with us today. However, given all the other factors affecting education today (changes in family structure, lack of consensus about the curriculum, turmoil in teacher education, etc.) there is probably a greater need to have ways to address recruitment/retention issues than ever before.

Directions to be Taken

In rural settings such as those found in Wyoming, it is imperative that collaborative and cooperative measures become the modus operandi. If we have learned anything in the past several years of educational reform it is that change cannot be made with years of educational reform, it is that change cannot be made with one-sided approaches to improve practices. In other words, even if teacher education managed to have dozens of qualified, high-powered, minority individuals in our programs and we graduated them to return to reservation schools,

there would be no guarantee of impact at those sites because the schools would immediately cause those (highly trained, competent) individuals to look like every one else in the system. This scenario is unlikely even under the best of circumstances and at the moment very unrealistic given the current social, political, and economic climate. On the other hand should reservation schools suddenly become enhanced and provide the best learning climates possible without teacher education changing to develop the type role models appropriate for these settings, then improvement once again would not be feasible.

Clearly neither of these visions are about to occur because of their simplistic outlooks. There are dozens of other factors to take into account. However, these two views point back to a potential beginning for solutions and that is when collaboration and true partnering must be in place before improvement can occur either in the teacher education programs or in the schools where minorities are needed to teach. The days of universities carrying out recruitment activities on campuses without a lot of involvement and input from local groups must be over. It is far too late to have universities hold "career days" for high school seniors and expect that somehow this will attract someone to the campus, an alien environment in order to become a teacher, with no role model to look to. Rather networks of individuals from campuses and from local communities on the reservation must begin to work together much earlier in a student's life to begin to show the possibilities for pursuing a college career.

At the University of Wyoming the barest beginnings have been undertaken to approach the problems of recruitment and retention in teacher education as well as in other program areas. An "Ethnic Minority Recruitment and Retention Network" committee has been formed out of the Student Education Opportunities office on campus. A five year plan is being

developed by this group with goals and objectives established to target specific outcomes. The following are being implemented between Admissions, Minority Affairs and the Indian Education Office on campus:

- Public relations activities have been started to highlight UW and opportunities for minority students
- Models, programs, and recruiting materials designed for ethnic minority students are being researched
- Outreach and recruitment activities are underway with schools and minority communities
- Work with UW Foundations has been started to solicit funds for specialized minority scholarships
- UW faculty and staff have been contacted for the recruitment and retention network.

Most of the activities of the network are still focused upon the campus; greater connections need to be made at the local level in order to "get the word out" to individuals who need to know there are opportunities available to them. One current activity which addresses this is a program called "Project Native" a federally funded project that provides resources and support to 15 Native Americans who study education or ancillary majors.

It would appear that policy considerations are a first priority if we are not to lose another generation of minority educators. While throwing money at a problem is never a complete solution, it is obvious that funding must be a part of what takes place in a concerted recruitment/retention effort. The federal administration clearly needs to be informed as to

the seriousness of this situation. The need to have qualified minority educators is of the same importance in my estimation as national defense and in fact is probably just another form of a "defensive" system for our country.

The Role of TCAN

TCAN needs to continue doing what has already begun to happen. The establishment of a network of educators and former Teacher Corps personnel is a good first step into tapping resources that are in the best position to address this serious problem. There needs to be an overall coordination of effort at the federal level to help keep local or individual efforts informed. And, funding continues to be the main issue of support in the already good beginning of resurrecting TCAN. It will not be possible to carry out this important mission on a voluntary basis. The structure of the original Teacher Corps is probably an appropriate model from which to operate TCAN. The focus of the program is different this time however. Rather than carry out teacher education programs or education reforms in schools, it will be our task to seek out those individuals representing minority groups and support them through the system as they currently exist. It will be the job of TCAN to know and understand issues in education today a la the Holmes Group work, Carnegie's approaches as well as other lesser efforts in the profession in order to bridge gaps which may occur in recruitment/retention activities. Local and regional TCAN units will be the key to real progress; but the problem is a national one and needs to be treated as such. We are already too late in dealing with this issue; the future of education perhaps for all of us hinges on what we are able to do today.

New Orleans Symposium
November 1988

Dr. William Smith
United States Department of Education
Former National Director of Teacher Corps
and United States Commissioner of Education

I've been in the government now for twenty years. I am very fortunate to have had the opportunity to be associated with Teacher Corps and to have had the opportunity to come to know so many of you in so many different ways.

The Teacher Corps actually had two lives. The first one was one started about 1965 and went through 1975. That was the first Teacher Corps program under the Education Profession Development Act that focused primarily on bringing 30 to 60 interns into the community and having the university then bring them through either the last two years of undergraduate program or 2 years of graduate school. It was, in those days, an extension of the Peace Corps. I recently saw a very nice program on television about Peace Corps that told how the Peace Corps went into effect as a result of John F. Kennedy's legislation as a senator first of all and was later implemented when he became President. In the film, he talked about it and showed some excerpts with people in Ecuador, all speaking Spanish, all white, all working very diligently on a one to one basis with community people, one helping design the materials because she was an artist, another helping with their crops, another helping with health, and so on. In each case, it was a white person speaking Spanish, very good Spanish, and who was accepted by this community. The reason why I mention this is two fold, first because the Teacher Corps was in fact Mr. Kennedy's extension of the Peace Corps in the United States and second, because the assumption was that, like those under-

developed countries that needed the help of those Peace Corps volunteers, those same Peace Corps volunteers would come back to the United States, join Teacher Corps and provide that same kind of personal service in those desolate areas called inner cities and rural areas where nobody really wanted to teach. While it is very true that was the essence, that wasn't what really occurred. Peace Corps people did come back, but an awful lot of people joined the Teacher Corps for other reasons. One reason was that it was at a point in time when they were worried about going to Vietnam and they knew it was a opportunity to be involved in the program and stay in education realistically. Secondly, there were many who were really interested in doing something about the education of kids. One of them, Bill Honig, is now the chief state school officer in the State of California and he went through the Teacher Corps program. Third, there was also expected to be a teacher shortage. If you know legislation or the constitution of the government you know that the federal level cannot become involved in any program unless there is a critical need that cannot be met by the states; that is the reason why the Education Profession Development Act and Title I of the Elementary and Secondary Act were implemented.

State of the Problem

I am currently, and have been over the last 8 months, serving in vocational education as a senior advisor; when you get older they're not sure what to do with you so they give you an advisory position. I have discovered in that period of time that there is real excitement about what is going to happen during the next ten years to our population that has major implications for teacher education and for the world of work. If you look at the Hudson Institute Report, Workforce 2000. If you look at the grant foundation report that come out this week called the Forgotten Hat. If you look at the latest from the

Bureau of Labor Statistics forecasting what jobs will be available, what employment areas will be available in the next 10 years, all of it has major implications for the topic that we're talking about today because all of it talks about the fact that in the next 10 years, by the year 2000, 75% of the work force that will be employed at that time is working today! Secondly, it points out that 80% of the new workers by the year 2000 will be minorities, immigrants and women and that the largest of those three, 42%, will be women. I have a dear friend, Emily Feistritser, who is the editor, publisher, for Teacher Education Reports at the National Center for Education Information and who likes to say over and over again that there is no teacher shortage, and her data show that there are thousands and hundred of thousands of people out there who are not working as teachers who could in fact become teachers, and with very little retraining.

Directions to Be Taken

Her data are often challenged, but I find in fact that there are a number of folks who are available that could in fact be used as teachers. The question is why they are not teachers? Many of the reasons go back to the points that I think other speakers made that the urban areas and the rural areas are not where those folks want to go and therefore they make a decision not to go into teaching. What we are hoping to do in this Teacher Corps Alumni Network, is to involve people who have the same kind of interest that we have in exploring the question of what do you do about the education of children everywhere who are having difficulty in learning, whether its an urban area or rural area or a town. And, in identifying what are some of the methods that one can use or has used that can be shared by others to help make the education of kids better. That's the essence of what the Teacher Corps Alumni Network is about. One of the reasons we are emphasizing recruitment is because

the Hazen Foundation is particularly interested in the question of recruitment and discovered us as a potential network of people across this country interested in the education of poor kids and who have experience in working with poor kinds in universities or in school systems. That's what the Teacher Corps Alumni Network is all about and hopefully we can induce all of you to enlist others to help develop a network that is able to influence somebody who's in a position to do something about the problem in ways that would be beneficial to the education of kids.

I read today in USA Today an article about a part-time professor at the University of Wisconsin in Milwaukee who has written a book about universities and the fact that their professors are researchers and don't teach their classes. Instead they give the classes to non-English speaking aides, lab assistants or graduate students who the kids in the undergraduate program can't understand. In the same article there was a rebuttal by the President of the University of Wisconsin at Madison pointing out that it is a research university and that people should understand that they don't expect all of their people to teach because they have Nobel prize people there and because the question of what an institution of higher education is able to provide becomes a very important part of their whole process of recruitment.

In a similar way, I contend that we need minorities as role models but we don't need a lot of minorities as role models, especially if we have quality education programs that can be taught to people who can teach children. I agree that while we are dealing with the question of recruiting minorities we ought to take a serious look at the offerings that are being provided in our teacher education programs. I would contend however, that there are many possible ways to look at how we recruit and prepare teachers. The first task, however, is to reach people in the community, to make them paraprofessionals, and then put

them in an undergraduate program so that they can get their degree and teach in their school system. There are untapped resources for that perspective and they still exist. One example, the Career Opportunity Program, turned out to be a very successful program of projects in 132 cities in this nation and lasted for 4 or 5 years. Many of those projects were at major institutions across the country. I would submit that this program just might offer a model we ought to re-examine because one of the things that become evident was a lot of people they worked with would not go into communities where there were high risk children and they had to deal with that reality and how to solve it. I noticed a publication recently about high risk students. It said a high risk student is a student who a teacher education graduate would not want to teach! I've heard high risk 16 different ways. Whether they're called dropouts, whether they're kids in poverty, whatever they are called, we have poor minority children and we have poor children because all our poor kids are not minorities. That makes a point about who the minority is for whom we recruit models!

Another of the things it seems to me that we really ought to consider in recruiting people from their communities is the provisioning of a support system at a community college or a university or a college that can tie into the community and prepare these people over a short term. This assumes a possible role for the Feds and perhaps it is time for use to ask whether or not the government should be involved in teacher education again. There has been a great deal of talk about subject matter, math and science being the most critical. You've noticed that there have been calls for funding for math and science. That funding is not at the National Science Foundation level, its in elementary and secondary programs. The problem is that its up to elementary and secondary people to negotiate arrangements with the universities; it is a very tough model but one that the Elementary and Secondary Act followed. I would suggest that

we survey the states and make a determination as to which one institution in that state would commit itself to the education of teachers for poor kids, and funnel the funds only into that institution. One of the shortcomings that I have found is that everybody is committed when they think its "bread"; everybody is committed to a little piece here and a little piece there. It seems to me if we deal with any national crisis we must begin before essential dollars are involved and first look at what each of these states have and ask the question, "Which of these states is best able to commit themselves to the education process?" And, that's the place where you put the funds!

Last week I was at a State Partnership Conference in Des Moines, Iowa. The essential concern from that conference was the way in which industry is having to pay big bucks to re-educate their employees. One of the companies pointed out that what they discovered when they wanted to go to a quality control system requiring each employee's involvement was that it didn't work because those who were already employed couldn't read and couldn't do the math the system needed. A second one was more relevant. In Maryland, again at a partnership conference, the Vice President of Operations for Chesapeake and Potomac Telephone Company pointed out that they were in dire need of fifty (50) support staff. They could not come up with more than three people out of all the applicants who had taken the test for the positions. They then invested an extensive amount of money in a training program for 50 applicants and took them through an 18 week training session and at the end of it, 35 of them had passed and 15 had not. The point was what it cost them in dollars. It seems to me that if women, minorities and immigrants are going to be the available staffing for the work force in the future then we need to be asking questions about how to recruit and train these people now, not tomorrow! What other ways, what other paradigm must be develop in order to bring them into educa-

tion? And, we have to ask, how many minorities do we need? Where are the minorities? And, do we need minorities? Somebody here at the meeting talked about the difference between being available and being accessible. People who may be available may not be accessible because there are other options available to them that they may be pursuing. What we really need is a cadre of teachers who are trained to be sensitive to the educational needs of all those kinds, so that they are in a position to teach anywhere they might be able to teach.

The Role of TCAN

As a last point, when we talk about the Teacher Corps Network, we really mean the need for your help in looking at what is available in the way of curriculum and instruction that shows promise in the education of kids. We really need to find a way to deal with the kinds of crisis that our young people are experiencing in our cities. If we do not or if we cannot then I think quite clearly there will be other institutions and other organizations that will see themselves with the option of moving into what has been the educators domain.

St. Louis Symposium
February 1989

Dr. Thomas W. Hewitt
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Minority recruitment and career path building in teaching are related issues of national importance. Perusal of the educational reform literature will substantiate this assertion. Teacher Corps excepted, the limited success of past strategies suggest the problems are persistent and have been immune to any simple resolution. Among suggested reasons for this are: 1) a failure to institutionalize promising programs; 2) the failure to support reform with sustained funding; 3) distractions in pursuit of educational goals and policies; 4) a myopic tendency to view the problem as solely in the purview of State Departments of Education (SDE) and Institutions of Higher Education (IHE). This catch of reasons for past failures has not generated a corrective consensus for addressing reform in teaching or ways to build a base of human resources in teaching. In my comments, I will discuss the needs for minority recruitment and career path building in teaching and offer a strategy for developing the minority resources in teaching. Both of these goals are important, inclusive, considerations to the mission of the Teacher Corps Alumni Network (TCAN).

State of the Problem

Hispanic, black and Asian minorities had the largest population increase of any population in the United States during the last ten years. Their children will form the largest percentage of entrants into the American educational system well into the 1990's. These minorities also represent the poorest segment of society and their children are the ones who

most need access to educational opportunities and educational programs of excellence. These are the children "at risk" who will need representative minority teachers and cultural consciousness in their schooling. A current report, the 1988 Survey of the American Teacher, notes that those minorities in teaching who currently account for 11% of the US teaching force will increase to no more than 17% during the same period in which minority children will increase to 54% of the total school age enrollment. Furthermore, the current and projected shortage of minority teachers from American minority groups is an immediate and critical problem, especially to all concerned about pluralism in a free society and the concomitant needs for equity and excellence.

Directions to Be Taken

It seems fair to say, based on current research analysis, that the minority teacher recruitment-retention issue lacks a cohesive developmental strategy. It is this cohesive linking of elements that is important. I will not discuss a comprehensive model for teacher recruitment in the traditional sense of schooling K-12, but rather a more limited strategy confined to the long-term that yields a systematic approach to recruiting and preparing teachers, caregivers and other provider personnel in early childhood settings.

One strategy for successful minority entry into a teaching career can begin with recruitment into entry-level positions in child care. Subsequent development into a career issues from that success in child care giving and the supporting inservice and staff development activities. The career path moves through program levels of certificate, credential and degree attainment. This systematic strategy has been devised for applications in child care because it is one of the fastest growing employment areas and one in which demand for quality trained caregivers exceeds the supply. Also, it is one that can

be approached with new ideas for training, unfettered (at least for now) by conventional top down degree and certification approaches.

The National Association for the Education of Young Children (NAEYC) has identified a variety of professional development paths for entry level training of child care workers: Early Childhood Teacher Assistant, Early Childhood Associate Teacher, Early Childhood Teacher and Early Childhood Specialist. The crucial problem of developing quality care providers in those paths is tied to the economics of day care. Most childcare settings serve populations least able to find affordable quality care, specifically the poor and minority parent. Owners and directors of childcare facilities must keep their rates low and employees earn at or near the minimum wage. Persons employed at such wage levels have had little, if any, preparation in caregiving; a potential cycle of poverty feeding on low skills and producing few opportunities to enhance living standards of the poor. Persons who possess limited marketable skills usually live below poverty levels and often view being a "teacher" in a caregiving center as a "status" employment position. Unfortunately this often produces instability, a revolving door of workers, and places the young "at risk." It is a paradox that persons in need of employment, suited to caregiving, find little support or encouragement to sustain themselves in an area of high employee need. It is even more troubling when one considers that many of those in such a life position are the poor and other minority members in American society.

The economic problems of day care and early childhood providers, the lack of financial resources available to those who might seek employment in childcare and the lack of policy perspectives to engage these problems do not preclude possible solutions. Encouraging minority entry into child care can provide them with the necessary training and economic support

to stabilize their employability and enhance their opportunities to enter into a caregiver career path. This proposition is based on results obtained over a three year period (1985-1988) in a special program of minority childcare recruitment. A summative study conducted from January through June 1988, investigated whether persons below the poverty level with no marketable skills would be able to obtain employment in the child care field after successfully completing a vocational training program in child care and, if once employed, could these persons maintain their position. The program was conducted in Mobile, Alabama, where the unemployment rate for the area exceeded the Alabama state unemployment rate by one percent and the nation's by three percent. The persons recruited represented the highest segment of the unemployed, young people between the ages of seventeen and twenty-one. Subjects were enrolled in a Child Care Worker Training Program developed by faculty at the University of South Alabama and funded through the Mobile Consortium and the Federal Jobs Training Partnership Act (JTPA). All participants were certified as being below the poverty-level and eligibility was determined by the local JTPA agency. An additional requirement was a high school diploma or its equivalent.

The training strategy combined instructional modules with field experiences in day care sites. Four hours per day, five days a week for a period of five weeks, subjects were involved in instructional and experiential activities. Seventy-six hours were spent in direct classroom instruction. Twenty-four hours were spent in experiential activities supervised by a Vocational Specialist in licensed day care settings. The curriculum consisted of instructional modules providing the necessary entry-level skills for working with young children. Modules were designed to encompass the State of Alabama Child Care Regulations. Demonstrated understanding of these regulations and other specific behavioral objectives are part of

the requirement for successful completion of the program. Students were required to attain an 80% mastery level on Checklists of Completion of Specific Tasks and Exhibited Behaviors documented by the Academic Instructor, Vocational Specialist, and the in-field Cooperating Teacher. Of the two-hundred forty (240) persons trained over thirteen classes, all met JTPA entry standards for assistance. White graduates numbered 26, 171 were black or other minorities. The retention rate of 77.9% for these poor and minority recruits is significant by most any measure. This success lends credence to the view that such programs, when linked with career aspirations, can provide opportunities and avenues for success. Furthermore, the consistent results of the program seem to suggest that pre-employment training can result in a lower employment turnover rate and enhance employee job stability in the child care field.

In early childhood local settings as elsewhere, the need for trained caregivers and teachers will escalate as staff shortages increase. Given the thin financial base upon which most day care providers operate, the shortage of trained day care personnel will continue and increase as possibilities of higher salaries, better benefits and working conditions in other areas of work lure significant numbers of people into other employment choices. There is a need for viable entry-level vocational training programs in day care that will produce graduates with knowledge of child development principles and encourage them to seek further preparation. Such entry level vocational training can provide skills for untrained minority persons entering the child care field at the pre-professional level. Furthermore, it can be the launching pad for a career in child care and education as a teacher.

The need for a comprehensive national day care-early childhood education policy offers an opportunity to build linkages between local, state and national levels of social

policy making. Quality indicators for the care and learning of the young will be found in the service characteristics of those who staff caregiving and school settings. Service characteristics can be developed at entry level through programs like the child care worker training concept. Such programs can function as programs in junior and community colleges, be provided by child care associations in concert with local training agents or, as in the program discussed here, as a service of a major university in its community. In addition, financial resources can be secured locally, often these are available through federally funded JTPA programs. Local foundations and United Way funds are also alternatives to explore. Initiating resources aside, access to career path resource needs to assist an sustain minority involvement is not guaranteed.

Beyond a child care worker training type program, how could we provide further training and credentialing that meets aspirations? One intermediate avenue is the Child Development Associates credentialing program advocated by the NAEYC and assisted through the Federal Department of Health and Human Services program. This is often associated with professional development in Head Start Programs. This credentialing mechanism offers a crucial bridge from a child care worker certificate into the more formal degree path for early childhood or elementary teacher training. This linkage is important and the possibilities of expanding it need to be explored.

One scenario envisions the linking of child care worker training and CDA credentialing through a university child development center base. Caregivers in such settings are usually models for training and also state-of-the-art practitioners. With linkages to early childhood faculty resources, a child development center is not only a place for basic research but a natural setting for exploring caregiving and the nature of quality indicators that should permeate caregiving. There is also the

potential for guiding development of those interested in caregiving from caregiver certification through CDA credentialing based on college earned credits into early childhood teacher certification and degree attainment. Granted we are looking at a long process, but in the changing nature of educational expectations in work, we are speculating that the people to whom these types of programs have appeal are those who we now think of as the non-traditional student and whose numbers are increasingly dominating the educational process and changing the traditional perception of the four-year collegiate.

The Role of TCAN

The problems in this approach are formidable. First, there is the obvious fact that it is long term, possibly covering a five to fifteen year period, and national advocates like TCAN are crucial over that long term. The target minority poor must be assisted during the time with a job or jobs that provide financial stability and that hold promise for their continued advancement. There must be meaningful and accessible staff development and inservice available with incentives for personal advancement. Also, there is no comprehensive linkage of job, performance, incentive and upward mobility into more "professional" status as caregivers. Credentialing processes are notoriously understandardized and those agents with standing (i.e., degree granting status) don't appear interested in addressing the developmental paths suggested here. Traditionally, policy development in the human resource area has usually been aimed at the "have nots", the socially and economically disenfranchised; there is little or no financial or tax incentive for the private sector to become involved, thus human resource policy becomes a public welfare policy. There is some hope that current employee day care centers supported by corporate sponsors may change that image and enhance the opportunities for properly financed training programs. If that is to occur,

private and public sector interests must be coordinated in some supporting national policy that eliminates a bureaucratic welfare image and truly focuses on a positive human resource conception of developing caregivers and educators. This could be a significant slot for TCAN to explore and fill. The unemployed minorities in America who exhibit an interest in caring and educating the young are an untapped resource for teachers' recruitment. A career in childcare and early childhood education is one viable developmental path that can take people in at their level of interest, provide them with expertise and graduate them into various teaching roles. While the early childhood milieu is not the sole focus of potential TCAN activities, I think the discussion about it points to the types of involvement toward which the expertise of TCAN alumni can be pointed.

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My charge is to speak to the existing conditions in the State of Texas in the area of minority teacher recruitment and retention. In the interest of time, I will attempt only to highlight some of these conditions.

I will begin by first, describing some of the most recent Texas Legislative mandates, dating back to 1984, which largely dominate the state's current educational climate. Second, I will also share some demographic information, which is of significant importance to any kind of present and future plans to address the problem concerning the availability of minority teachers. Third, I will share some of the efforts initiated by the state to combat the teacher shortage problem and enhance the overall quality of the state's educational system.

State of the Problem

The 1980s brought major changes to public education in the State of Texas. Aimed at improving the academic achievement of some three million students, these education reforms have propelled the State along the road to educational excellence. The reforms began in 1981, when the 67th Texas Legislature passed House Bill 246, the purpose being to improve student achievement by updating the curriculum. In effect, House Bill 246 repealed all existing curriculum rules and laws found in the Texas Education Code and replaced them with a new general course of study covering 12 areas of well-balanced curriculum. The bill directed the State Board of Edu-

cation to implement these general courses of study, including English language arts and other languages, mathematics, science, health, physical education, fine arts, social studies, economics, business and vocational education and Texas and United States history. In addition, House Bill 246 also required that the State Board of Education designate by rule, the essential elements of instruction for each of these subject areas.

In 1984, the 68th Texas Legislature, in a special called session, passed House Bill 72, known as "The Educational Opportunity Act of 1984" the first phase of the reforms were initiated in August 1984 with the beginning of the 1984-85 school year. Immediate implementation included major changes in methods of allocating state aid to local school districts, the teacher career ladder, and across-the-board teacher pay raises. In the interim, these reforms have also included:

- maximum class-size requirements for grades K-4 in public schools;
- statewide testing program for measuring how well students achieve mastery of the required curriculum of basic skills;
- competency tests for practicing teachers and administrators;
- performance-based public school accreditation process with strong emphasis given to the performance of individual campuses;
- statewide teacher appraisal system;
- statewide appraisal system for administrators;
- a host of other statutory mandates designed to improve the teacher work place—but with strong accountability measures.

A critical factor recognized by the state as having a major influence in advancing the educational effectiveness and excellence movement is the relationship between (1) the quality of education and (2) the quality and availability of classroom

teachers. Of particular concern is the recruitment and retention of minority teachers.

In Texas, the ethnic composition of the school-age population is rapidly changing. For example, the period between 1972 and the present, three changes were noted:

- White student membership population dropped approximately 5 percent;
- The black student population increased by 2 percent;
- The Hispanic student population increased by approximately 35 percent.

The 1987-88 Texas student population of approximately three million average daily attendance membership showed the following enrollment breakdowns:

- White 51.8 percent;
- Hispanic 31.5 percent;
- Black 14.7 percent;
- Other 2.0 percent.

It is estimated that by the 1990s, the majority of the school-age population in the State of Texas will be from its minority ranks. While the Hispanic population is growing in Texas, the percentage of employed Hispanic teachers has remained relatively constant at about 12 percent from 1982 to the present. In El Paso, Hispanics comprise 71 percent of the students and 42 percent of the teachers. In San Antonio, Hispanics comprise 80 percent of the students and 40 percent of Hispanics in the state. Houston has approximately 40 percent of Hispanics students with only 7.7 percent Hispanic teachers. The most critical field of teacher shortage is in bilingual education with 89 percent of the state's 1,063 school districts indicating a shortage. That breakdown is closely followed by shortages in special education, and, in particular, bilingual special education, which accounts for about 71 percent of the districts reporting at least some shortage. Compounding the teacher shortage dilemma is the teacher-testing

requirements associated with the state's educational reform movement.

In Texas, students wanting to become teachers must pass a variety of tests. These tests include the Pre-Professional Skills Test (PPST) for admission into teacher education programs and the Examination for the Certification of Educators in Texas (ExCET) for granting teacher certificates. Every individual seeking certification must pass an ExCET exam in the content areas in which certification is sought.

Minorities pass these tests at a lower rate, which results in fewer Hispanic and black students qualifying for teacher certification. From April 1983 to October 1988, approximately 55 percent of Hispanic students and 84 percent of white students passed the PPST for admission into teacher education programs. Sixty-two percent of Hispanics passed the ExCET compared to 89 percent of white for the period from May 1986 to October 1988. Although Texas has more than 1,375,000 black and Hispanic students, only 7,000 bachelor degrees in education (out of 28,000 overall) were awarded to black and Hispanic graduates in 1986—according to the National Governors' Association in 1988).

In 1987, the Texas Legislature passed House Bill 2182 requiring students entering any Texas public community college or university in the fall 1989 or later to take the Texas Academic Skills Program (TASP). This instruction program has a testing component designed to ensure that all students have the reading, mathematics, and writing skills necessary to perform effectively in college-level coursework. Remedial activities will be required for those students who do not pass the TASP. Students will not be able to enroll in upper-division courses until all three sections of the TASP have been passed. This test replaces the PPST.

It is estimated the TASP program will probably have a large impact on minority students. Some of them may perceive

it as a barrier hindering access of minorities and the poor to opportunities for higher education and further restricting the numbers of potential minority teacher educators. Others may see it as a means to ensure the continuance of remediation programs and appropriate high school curricula. The University of Texas at El Paso estimates that of its entering freshman class of approximately 2,600 students,

- 75 percent may require instruction in mathematics;
- 40 percent may require instruction in writing;
- 40 percent may require instruction in reading.

Another legislative mandate passed during the 70th Texas Legislature in 1987 was Senate Bill 994. Senate Bill 994 mandates changes in baccalaureate programs for the preparation of public school teachers. Key elements revolve around the requirements for teaching certificates:

- An academic or interdisciplinary academic major including reading is required for a teaching certificate for which the State Board of Education requires a bachelor's degree;
- The number of semester credit hours for education courses is restricted to 18 hours;
- The SBOE must provide for a minimum number of semester credit hours devoted to student teaching;
- The SBOE, by rule, may allow additional credit hours in education for certification in bilingual education, English as a Second Language, early childhood education, or special education.

The bill also mandates an induction or supervised initial year of teaching. Universities must submit their applications to both its Texas High Education Coordinating Board and the Texas Education Agency for approval of teacher education programs under the new standards.

Despite speculation and concern expressed over the new programs, it may be too early to discuss ramifications of the changes. Related studies need to be conducted about the re-

cruitment of teachers, supply and demand, effects on minority teacher recruitment, and availability of teachers in the critical shortage areas of bilingual, English as a Second Language, and special education.

Directions to Be Taken

In the midst of all this speculation there has been a variety of proposals and initiatives to increase the numbers of minority students in teacher education and to retain minority teachers already in the public school system. These approaches include: concentration on those students who show interest in becoming teachers; increasing the collaboration between high education institutions and elementary and secondary schools; increasing the funding support for minority students; enlisting mid-career professionals who are looking for a change in careers; and improving minority applicants to score well on tests required for teachers. In addition, an Alternative Teacher Certification program has also been created.

In order to meet the demand for teachers in critical shortage areas, particularly the demand for bilingual and ESL teachers, the State Board of Education provides for the certification of persons who are not graduates of teacher education programs. Persons who hold degrees from regionally accredited institutions of higher education and who meet prerequisites for admission to an alternative certification program may be recommended to the commissioner of education for teacher certification upon satisfactory completion of specific requirements of the approved program. The program has not only served in meeting the needs of districts for teachers, but has also become a primary means of attracting quality minority professionals to the teaching ranks.

Currently twelve (12) approved alternative teacher certification programs are located in school districts, regional education service centers, and institutions of higher education. . Al-

ternative teacher certification has steadily grown from one school district's program with 276 interns to 122 approved programs in 1988-89 with 869 interns serving in 116 school districts across the state.

In 1987, the Texas Education Agency announced the availability of grants totaling \$320,000, ranging from \$40,000 to \$80,000 each, to support projects whose goals include the early identification of minority students interested in pursuing careers in education. Four programs were funded in 1988 to meet this goal.

The Role of TCAN

The selection, retention, and recruitment of minority teachers significantly impacts the supply and demand of quality teachers. This impact has particular importance to those states and regions with high concentrations of minority students. Minority teachers serve as role models for minority and non-minority students, by raising aspirations and perceptions and by providing them exposure to a wealth of diverse images and culture. A successful minority recruitment and retention program requires cooperation and coordination between all levels of education. It is also an integral part of excellence in education.

The Texas Education Agency believes that the existing minority teacher shortage is not peculiar to the State of Texas. Instead, it is a nationwide problem that demands the development of a national policy with resources to promote and support the development, implementation, and institutionalization of programs at the state and local levels. The Teacher Corps Alumni Network can address those needs.